

# SUPPLEMENTAL EDUCATIONAL SERVICES

## 2009-10 Provider Application

### REVIEWER BENCHMARKS and APPLICANT'S SCORES

<b>Provider Name</b>	
<b>Date</b>	
<b>Reviewers' names</b>	
<b>Directions</b>	<p>In Sections A-J, please rate each area of the application using the criteria provided. Please include a rationale for your ratings at the end of each section. If necessary, please reference parts of the application to support your rationale.</p> <p>In Section K, please rate the applicant overall, with consideration of the ratings from Sections A-J.</p> <p>Please include any last comments at the end of Section K.</p>

**Recommended for Program Approval:**

☐ YES

☐ NO

## Evidence of Effectiveness – Part A

Provide information to document the success of your program to increase student achievement for low-income, under-achieving students. Information should include trend data or information about student academic gains as measured by State, local education agency, or other nationally available tests, or other valid and reliable assessment methods. Applicants without previous experience administering tutoring programs should describe the instructional strategies to be used and cite research that documents that those methods and practices have been proven to improve academic achievement for the types of student groups to be served.

### CRITERIA:

- ☐ The applicant's program can demonstrate gains in students' academic achievement on State, local education agency, and/or another independent, valid and reliable performance test.
  - ☐ The applicant has experience in working with underserved, at-risk student populations. If the provider is working with at-risk students with disabilities and/or English Language Learners, they have experience in working with these populations.
- OR**
- ☐ The applicant describes its instructional program and provides relevant data to ensure the methods and practices have been proven to improve academic achievement for underserved, at-risk populations.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>None of the above criteria are addressed.</li> <li>The applicant has no experience in providing services to students.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Applicants without previous instructional experience do not describe the instructional strategies to be used and/ or do not cite research related to improved student achievement for underserved, at-risk populations</p>	<ul style="list-style-type: none"> <li>Data regarding student performance on valid and reliable performance tests is missing, incomplete or limited to provide evidence of student progress.</li> <li>The applicant has little direct experience in working with the identified population.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Applicants without previous instructional experience do not adequately describe the instructional strategies to be used, and research cited is vague and/or does not document that the methods and practices have improved student achievement for underserved, at-risk populations.</p>	<ul style="list-style-type: none"> <li>Relevant academic data providing some evidence of positive impact on student performance on valid and reliable performance tests is provided.</li> <li>Some evidence is provided that the program has accelerated the achievement of the identified population.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Applicants without previous instructional experience describe in detail the instructional strategies to be used, and cite the research that documents that those methods and practices have improved student achievement for underserved, at-risk populations.</li> </ul>	<ul style="list-style-type: none"> <li>Academic data is provided, showing a direct positive impact on valid and reliable performance assessments.</li> <li>Strong evidence is provided that the program has specifically accelerated the achievement of the targeted population.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Applicants without previous instructional experience describe in detail the instructional strategies to be used, and cite the research that documents that those methods and practices have improved student achievement for underserved, at-risk populations.</li> </ul>

### REVIEWER DETERMINATION:

- ☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

### RATIONALE:

## Evidence of Effectiveness – Part B

Describe your plan for *establishing* and *maintaining* communication about the district and schools' instructional programs with the teachers and administrators of students to be served.

### CRITERIA:

- ☐ The applicant describes the process used to get information about the district and schools' instructional program to ensure that the tutoring supports what the students are learning during the day.
- ☐ The applicant indicates how and when contacts will be made with school and district officials to provide information about student progress.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>There is no description of how the applicant will get information about the instructional programs of the district and school.</li> <li>There is no clear plan for how the applicant will get information about student progress to school and district officials.</li> </ul>	<ul style="list-style-type: none"> <li>The process described utilizes basic, primary methods (i.e., a meeting or checking the internet) for learning about the district and schools' instructional programs, and does not provide for the applicant to build relationships with the school and district staff.</li> <li>Tools such as progress reports may be utilized to communicate progress, but the applicant does not describe methods for ongoing, continuous communication.</li> </ul>	<ul style="list-style-type: none"> <li>The process described utilizes multiple methods and opportunities for learning about the district and schools' instructional programs throughout the course of the tutoring program. The process provides an opportunity for the applicant to build relationships with multiple school and district instructional staff.</li> <li>The applicant describes multiple methods as well as a timeline for continual communication of student progress to school and district staff.</li> </ul>	<ul style="list-style-type: none"> <li>The process described for getting information about the district and schools' instructional programs includes ongoing contact with specified district and school staff to ensure the tutoring will reinforce learning during the school day.</li> <li>The applicant describes multiple methods, a timeline, and specific contact names and/or titles for district and school staff for continual communication of student progress to school and district staff.</li> </ul>

### REVIEWER DETERMINATION:

☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

### RATIONALE:

## Evidence of Effectiveness – Part C

Describe your program's plan for providing information about student academic progress in an accessible language and format to parents and families of students participating in supplemental educational services.

### CRITERIA:

- ☐ The applicant has a plan in place for regular communication with the students' parents about the students' academic progress in identified areas of need.
- ☐ The applicant describes specific tools, methods, and processes to communicate student progress to parents.
- ☐ The communication strategies, styles, and channels are appropriate and effective to serve parents from diverse backgrounds.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>There is no description of how the applicant intends to regularly provide student academic progress information to the parents.</li> <li>There is no description of specific methods and tools to effectively communicate student progress with parents.</li> <li>Communication channels to serve parents from diverse background are limited or not identified.</li> </ul>	<ul style="list-style-type: none"> <li>A plan regarding regular communication with students' parents regarding students' academic progress is limited or incomplete.</li> <li>Communication with parents about student progress occurs only 1 or 2 times per year.</li> <li>The tools or methods to provide progress information are limited.</li> <li>Communication channels are not appropriate, diverse, or do not address the needs of parents from diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Description of the processes to maintain communication with parents regarding students' academic progress provides avenues for continual communication between parents and the applicant.</li> <li>Student progress is regularly communicated to parents in clear and understandable formats.</li> <li>Communication channels specifically address the needs of parents from diverse backgrounds and effectively serve these populations.</li> </ul>	<ul style="list-style-type: none"> <li>Description of the processes to maintain communication with parents regarding student progress provides avenues for continual communication between day school staff and the applicant, including specific timelines and structures to ensure strong communication.</li> <li>Specific communication tools and methods ensure that information about student progress gets to parents on a regular, ongoing basis.</li> <li>Communication channels are appropriate for all parents, regardless of background. A plan is in place to ensure strong communication such as access to translators, development of bilingual materials, and other resources for parents with diverse language and literacy needs.</li> </ul>

### REVIEWER DETERMINATION:

☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

### RATIONALE:

## Evidence of Effectiveness – Part D

Demonstrate the alignment of your instructional program with EACH of the six WI Model academic standards for English/Language Arts, and explain how services will be differentiated to meet the needs of students at different academic and grade levels.

### CRITERIA:

- ☐ The applicant clearly describes how the educational services provided will address each of the six English/Language Arts standards.
- ☐ The applicant's program clearly addresses how services will offer differing levels of instruction for differing levels of educational need, including grade levels.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>The applicant does not address all six standards or provides only minimal descriptions of one or more.</li> <li>The applicant does not indicate how instruction will be differentiated for students of varying abilities or for different grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of the alignment of the applicant's program with each of the six content standards is vague or incomplete.</li> <li>Program description provides a vague or incomplete explanation of how the program will deliver differing levels of instruction based on the educational needs of its students or their grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant's program aligns with each of the six content standards.</li> <li>Program description provides an explanation of how the program will deliver differing levels of instruction based on the educational needs of its students or their grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant's program aligns with each of the six content standards, including identification of specific skills and processes to be taught.</li> <li>Program description includes a detailed explanation of how instruction will be differentiated for students at different grade levels, different levels of academic achievement, and varying English language skills.</li> </ul>

### REVIEWER DETERMINATION:

☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

For a list of the Wisconsin Model Academic Content Standards for English/Language Arts, see **Appendix A**. Please note, your response should describe how the components of your instructional program support the Content Standards.

### RATIONALE:

## Evidence of Effectiveness – Part E

Demonstrate the alignment of your instructional program with EACH of the six WI Model academic standards for mathematics, and explain how services will be differentiated to meet the needs of students at different academic and grade levels.

### CRITERIA:

- ☐ The applicant clearly describes how the educational services provided will address each of the six Mathematics standards.
- ☐ The applicant's program clearly addresses how services will offer differing levels of instruction for differing levels of educational need, including grade levels.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>The applicant does not address all six standards or provides only minimal descriptions of one or more.</li> <li>The applicant does not indicate how instruction will be differentiated for students of varying abilities or for different grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of the alignment of the applicant's program with each of the six content standards is vague or incomplete.</li> <li>Program description provides a vague or incomplete explanation of how the program will deliver differing levels of instruction based on the educational needs of its students or their grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant's program aligns with each of the six content standards.</li> <li>Program description provides an explanation of how the program will deliver differing levels of instruction based on the educational needs of its students or their grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant's program aligns with each of the six content standards, including identification of specific skills and processes to be taught.</li> <li>Program description includes a detailed explanation of how instruction will be differentiated for students at different grade levels, different levels of academic achievement, and varying English language skills.</li> </ul>

### REVIEWER DETERMINATION:

☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

For a list of the Wisconsin Model Academic Content Standards for Mathematics, see **Appendix B**.

Please note, your response should describe how the components of your instructional program support the Content Standards.

### RATIONALE:

## Evidence of Effectiveness – Part F

Demonstrate the alignment of your instructional program with EACH of the eight WI Model academic standards for Science, and explain how services will be differentiated to meet the needs of students at different academic and grade levels.

### CRITERIA:

- ☐ The applicant clearly describes how the educational services provided will address each of the eight Science standards.
- ☐ The applicant's program clearly addresses how services will offer differing levels of instruction for differing levels of educational need, including grade levels.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>The applicant does not address all eight standards or provides only minimal descriptions of one or more.</li> <li>The applicant does not indicate how instruction will be differentiated for students of varying abilities or for different grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion of the alignment of the applicant's program with each of the eight content standards is vague or incomplete.</li> <li>Program description provides a vague or incomplete explanation of how the program will deliver differing levels of instruction based on the educational needs of its students or their grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant's program aligns with each of the eight content standards.</li> <li>Program description provides an explanation of how the program will deliver differing levels of instruction based on the educational needs of its students or their grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant's program aligns with each of the eight content standards, including identification of specific skills and processes to be taught.</li> <li>Program description includes a detailed explanation of how instruction will be differentiated for students at different grade levels, different levels of academic achievement, and varying English language skills.</li> </ul>

### REVIEWER DETERMINATION:

☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

For a list of the Wisconsin Model Academic Content Standards for Science, see **Appendix C**. Please note, your response should describe how the components of your instructional program support the Content Standards.

### RATIONALE:

## Evidence of Effectiveness – Part G

Provide a description of your program's instructional practices. Your description should include how instructional methods will be high quality, research-based, and specifically designed to increase student proficiency in reading and/or mathematics, and should specify the student-tutor ratio. *Online providers also must explain the method and frequency of communication between tutors and students.*

### CRITERIA:

- ☐ The applicant clearly describes the program's high quality instructional practices.
- ☐ The applicant provides data, research studies, or other measures that demonstrate the program's instructional methods are of high quality.
- ☐ The educational services provided are designed to increase student proficiency in reading and/or mathematics.
- ☐ The student-instructor ratios are adequate to ensure quality services.
- ☐ *Online providers explain the frequency and method(s) for communicating with students.*

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>Applicant provides no description of the program's instructional practices.</li> <li>Discussion of the program's instructional methods provides no data or other measures to demonstrate instruction is of high quality.</li> <li>No evidence or description is provided to show that the educational services provided are designed to increase student proficiency in reading and mathematics.</li> <li>Student-instructor ratios are at or above 10:1.</li> <li><i>Online providers do not address communication with students.</i></li> </ul>	<ul style="list-style-type: none"> <li>Applicant provides a vague or an unclear description of the program's instructional practices.</li> <li>Data or other measures to demonstrate instruction is of high quality are limited, unreliable, or unclear.</li> <li>The description of the program's intent to increase student proficiency in reading and mathematics is incomplete.</li> <li>Student-instructor ratios are between 10-6:1.</li> <li><i>Online providers address both frequency and methods of communication with students, but communication occurs only sporadically or is disconnected from the student's lesson.</i></li> </ul>	<ul style="list-style-type: none"> <li>Applicant provides a clear description of the program's instructional practices.</li> <li>Specific research, data or other measures is cited to demonstrate instruction is of high quality and supports most of the applicant's instructional methods.</li> <li>Applicant's program design provides sufficient evidence that educational services are well-developed and should increase student proficiency in reading and mathematics.</li> <li>Student-instructor ratios are between 3-5:1.</li> <li><i>Online providers' description of frequency and methods of communication with students allows for "real-time" communication as the student completes his/her lessons.</i></li> </ul>	<ul style="list-style-type: none"> <li>Applicant provides a clear description of the program's instructional practices.</li> <li>Specific research, data or other measures are cited to demonstrate instruction is of high quality and includes compelling, reliable measures with a clear connection to all of the applicant's instructional methods.</li> <li>Applicant's program design provides clear and compelling evidence that educational services are well-developed, based on scientific research, and should increase student proficiency in reading and mathematics.</li> <li>Student-instructor ratios are at or below 2:1.</li> <li><i>Online providers' description of frequency and methods of communication with students allows for "real-time" communication as the student completes his/her lessons as well as follow-up additional instruction..</i></li> </ul>

### REVIEWER DETERMINATION:

- ☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

### RATIONALE:

## Evidence of Effectiveness –Part H

Describe your program's plan for recruiting, hiring, evaluating, and training staff to ensure that program staff members are highly qualified.

### CRITERIA:

- ☐ The applicant has a process for recruiting, hiring, and evaluating staff to ensure they are highly qualified.
- ☐ The applicant assures that tutors can meet the needs of a diverse group of learners by providing quality, ongoing training and professional development to those tutors.
- ☐ The applicant has a process for providing additional training to tutors whose evaluations indicate a need for additional support.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>Applicant provides no explanation of how staff is recruited, hired, or reviewed to ensure high quality.</li> <li>No evidence or discussion of training or professional development is provided.</li> <li>No additional training is provided to tutors who demonstrate a need for additional support.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant provides little or incomplete explanation of how staff is recruited, hired, or reviewed to ensure high quality.</li> <li>Discussion of training and professional development opportunities for tutors is limited and/or vague.</li> <li>Additional training provided to tutors who demonstrate a need for additional support is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant provides sufficient explanation of how staff is recruited, hired, or reviewed to ensure high quality (including criteria such as highest academic degrees attained, prior experience working with targeted students, certification, etc.).</li> <li>Description of training includes duration, timelines and specifics of ongoing professional development provided to tutors.</li> <li>Applicant has a clearly articulated process for providing additional training to tutors who demonstrate a need for additional support.</li> </ul>	<ul style="list-style-type: none"> <li>Applicant provides detailed explanation of how staff is recruited, hired, or reviewed to ensure high quality, including variety of evidence that staff is specifically qualified to serve the targeted population and participates in regular high-quality professional development to improve educational services.</li> <li>Description of training includes timelines and specifics of ongoing professional development provided to tutors and is clearly related to the needs of the staff and the student population being served.</li> <li>Applicant has a clearly articulated process for providing additional training to tutors who demonstrate a need for additional support, with ongoing monitoring and follow-up.</li> </ul>

### REVIEWER DETERMINATION:

☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

### RATIONALE:

## Evidence of Effectiveness – Part I

Describe your program's plan for assessing student needs, identifying specific tools and methods for monitoring student progress, and ensuring a process for continuous program improvement.

### CRITERIA:

- ☐ The applicant has described the assessments to be used to measure the academic level of each student at the beginning and end of the tutoring program.
- ☐ The applicant has cited the research that documents that the assessments to be used are valid and reliable with the populations to be served.
- ☐ The applicant has described the methods, processes, and frequency of assessments or other evaluation methods used to measure academic progress of students.
- ☐ The applicant has described the methods its organization will use to evaluate and improve the overall success of the tutoring services.

Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
<ul style="list-style-type: none"> <li>Information on the applicant's assessments is missing.</li> <li>Research on assessments is not cited or is incomplete.</li> <li>The applicant does not provide timelines, methods, or processes for measuring student academic progress.</li> <li>The applicant does not address the methods its organization will use to evaluate the success of its tutoring services.</li> </ul>	<ul style="list-style-type: none"> <li>Information on the applicant's assessments is incomplete or unclear.</li> <li>Research cited does not demonstrate the validity and reliability of the applicant's assessments.</li> <li>The applicant provides incomplete information regarding timelines, methods, and processes for measuring student academic progress.</li> <li>The applicant addresses elements of a process to improve tutoring, but this process is incomplete or unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Information about the applicant's assessments includes a description of the specific academic standards the assessment measures and how the applicant uses these assessments to measure the academic level of each student.</li> <li>Research presented is described and clearly demonstrates the validity and reliability of the assessments.</li> <li>The applicant describes at least two additional methods and processes for measuring student progress, including a timeline describing the frequency of the application of these methods/processes.</li> <li>The applicant utilizes student performance data to identify areas of strength and weakness in the tutoring services, and describes a process for improving tutoring services when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Information about the applicant's assessments includes a description of the specific academic standards the assessment measures, how the applicant uses these assessments to measure the academic level of each student, and how this information is utilized to develop an instructional plan for each student.</li> <li>Research presented is described and clearly demonstrates the validity and reliability of the assessments.</li> <li>The applicant describes more than two additional methods and processes for measuring student progress, including a timeline describing the frequency of the application of these methods/processes.</li> <li>The applicant provides examples of how student performance data is used to identify areas of strength and weakness in the tutoring services, and provides an example of how services were improved as a result of this data collection.</li> </ul>

### REVIEWER DETERMINATION:

☐ Incomplete
 ☐ Partially Meets Criteria
 ☐ Adequately Meets Criteria
 ☐ Meets or Exceeds All Criteria

### RATIONALE:

J. Professionalism of Application		
Criteria	Ratings	
	YES	NO
1. The application does not contain errors in spelling and grammar.		
2. The application is clear, concise, and easy to understand.		
Rationale for above ratings		

K. Overall Rating of Application				
Criteria	Ratings			
	Incomplete	Partially Meets Criteria	Adequately Meets Criteria	Meets or Exceeds All Criteria
According to the criteria above, assign an overall rating to the application with consideration of its effectiveness in raising student academic achievement, quality of services and instructors, and professionalism.				
Rationale for the above overall rating				
Additional comments				

## **APPENDIX A**

### **WISCONSIN MODEL ACADEMIC STANDARDS FOR ENGLISH/LANGUAGE ARTS**

#### **Content Standards:**

- Standard A (Reading/Literature): Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.
- Standard B (Writing): Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.
- Standard C (Oral Language): Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.
- Standard D (Language): Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.
- Standard E (Media and Technology): Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.
- Standard F (Research and Inquiry): Students in Wisconsin will locate, use, and communicate information from a variety of print and non-print materials.

## **APPENDIX B**

### **WISCONSIN MODEL ACADEMIC STANDARDS FOR MATHEMATICS**

#### **Content Standards:**

- Standard A (Mathematical Processes): Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world\* and non-routine\* problems.
- Standard B (Number Operations and Relationships): Students in Wisconsin will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.
- Standard C (Geometry): Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.
- Standard D (Measurement): Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.
- Standard E (Statistics and Probability): Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.
- Standard F (Algebraic Relationships): Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

## APPENDIX C

### WISCONSIN MODEL ACADEMIC STANDARDS FOR SCIENCE

#### Content Standards:

- Standard A (Science Connections): Students in Wisconsin will understand that there are unifying themes: systems, order, organization, and interactions; evidence, models, and explanations; constancy, change, and measurement; evolution, equilibrium, and energy; form and function among scientific disciplines.
- Standard B (Nature of Science): Students in Wisconsin will understand that science is ongoing and inventive, and that scientific understandings have changed over time as new evidence is found.
- Standard C (Science Inquiry): Students in Wisconsin will investigate questions using scientific methods and tools, revise their personal understanding to accommodate knowledge, and communicate these understandings to others.
- Standard D (Physical Science): Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact.
- Standard E (Earth and Space Science): Students in Wisconsin will demonstrate an understanding of the structure and systems of earth and other bodies in the universe and of their interactions.
- Standard F (Life and Environmental Science): Students in Wisconsin will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment.
- Standard G (Science Applications): Students in Wisconsin will demonstrate an understanding of the relationship between science and technology and the ways in which that relationship influences human activities.
- Standard H (Science in Personal and Social Perspectives): Students in Wisconsin will use scientific information and skills to make decisions about themselves, Wisconsin, and the world in which they live.